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ABSTRACT

This paper provides a description of, and the guidelines for, the field work and internship programs of the Department of Educational Psychology at Arizona State University. The following topics are covered: (1) Introduction; (2) Duration and Academic Credit; (3) Applied Project (internship program only); (4) Assignment to Settings and University Supervisors; (5) Competency Levels and Skill Development; (6) Supervision; (7) Student Responsibilities; (8) Beginning the Field Work/Internship; (9) Evaluation; and (10) Eligibility. Five attachments are also included: (1) Competency Checklist; (2) Suggested Sequence; (3) School Psychology Field Work Rating Form; (4) Description of Courses; and (5) Sample Professional Log. These guidelines should be helpful in setting up similar programs on other campuses. (Author/JLL)

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Field Work and Internship: A Description and Guidelines

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Tempe, Arizona

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Arizona State University

FIELD WORK IN SCHOOL PSYCHOLOGY

Description and Guidelines
EDP 683 and EDP 783

Introduction

Field work in school psychology is intended to serve several important functions in the training of prospective school psychologists. It provides students with an opportunity to utilize skills acquired through formal course work and to learn new skills and applied knowledge. It allows students to observe the on-going functioning of competent professional models. It also serves evaluative functions by providing information to the student and to the training institution concerning the need for continued growth.

Placement of a student in a field work setting is made with the following assumptions:

1. The host institution will provide experiences conducive to the student's professional growth;

2. The field supervisor will provide adequate supervision to insure student progress;

3. The student is competent to provide services which are beneficial to the host institution;

4. The student's experiences will progress from psychometrics to direct intervention;

5. The training institution will maintain systematic contact with the host institution and the student.

Duration and Academic Credit

EDP 683, Field Work in School Psychology, is required of all students specializing in school psychology. Education Specialist Degree students normally enroll for 4 credit hours during one semester and spend approximately one full day each week in the field setting. Doctoral students enroll in EDP 683 and EDP 783, each for 4 semester hours of credit. Most doctoral students devote one day a week during consecutive semesters or two days a week during one semester to EDP 683 and EDP 783. For all students, field work is intended as a part-time experience to be completed concurrently with academic course work and prior to internship.

Assignment to Settings and University Supervisors

The student's adviser will select a field work setting on the basis of the student's needs, preferences, and on the availability of appropriate settings. The designated university supervisor will usually act as the liaison between the host institution and the Department of Educational Psychology.

Competency Levels and Skill Development

Students enrolled in EDP 683 and EDP 783 bring with them a variety of skills, orientations, and beliefs. In order to facilitate the best possible field work and to insure that host institutions do not take on a burdensome training role, enrollment in EDP 683 and EDP 783 is closely monitored. Only students who possess the background of knowledge and skills necessary to master specified competencies (see Attachment A) with a reasonable amount of supervision are approved for enrollment.

The scope and sequence of experiences needed for students to evidence mastery of these competencies will vary. The suggested sequence for one "typical" student beginning his first field work experience is presented in Attachment B. Obviously, depending on the nature of the situation and the student's skills, a different experiential sequence might be more appropriate.

Supervision

Throughout the course of the field work, the field supervisor typically remains the student's main resource and evaluator. In individual cases, the student's adviser may assume direct supervisory responsibilities or share such responsibilities with a field supervisor. The field supervisor is selected on the basis of his demonstrated competence and professed interest in training. It is recognized, of course, that the field supervisor's primary commitment is to the pupils or clients served by the host institution.

The university supervisor serves mainly as a liaison between the host institution and ASU. Normally he will visit the field setting at least twice during the semester and will maintain contact with the on-site supervisor by telephone. In addition, the university supervisor meets periodically with groups of field work students to explore topics of common interest, hear case presentations by group members, and discuss experiences in the field.

Student Responsibilities

The field work student is directly responsible to the on-site supervisor. The student completes his assigned duties in a professional and ethical manner.

The student is also responsible for documenting the nature and extent of his field work experience. This documentation usually consists of a log (Attachment E), copies of selected psychological reports with identifying data deleted, and a final summary of his professional experiences (a revision of the outline of planned experiences).

The field work student attends periodic meetings with other field work students and the university supervisor. As assigned, he presents cases or other field work related information to the group.

Beginning the Field Work

The first meeting between the student and field supervisor is of considerable importance. The tone of the relationship and scope of expectations are, to a large extent, a function of this first meeting. A supervisor can do much to reduce anxiety and set the stage for a mutually productive experience.

During the first discussion of roles and procedures, it may be helpful for the supervisor and student to review Attachments A through E. Limitations on the student's authority and responsibility should be fully discussed. Also, an agreement should be reached regarding the work schedule, procedures to be followed in case of illness, use of clerical help, and other logistical matters.

These early discussions should lead to tentative decisions regarding the nature of the experiences most appropriate to the needs of the student and the host institution. The student and field supervisor will be asked to provide an outline of these planned experiences to the training institution. The initial meeting between the field and university supervisors might involve the tentative design of such an outline.

Evaluation

Evaluation of the field work student's performance should be viewed as an on-going process which provides feedback to him throughout the semester. Additionally, at the conclusion of the semester, the field and university supervisors will meet for a summative evaluation. The on-site supervisor will be asked to complete the competency checklist prior to that meeting. During the course of the meeting, the two supervisors will jointly complete the rating form.

Eligibility

A student may enroll in EDP 683 if he or she meets all of the following conditions:

1. The student has been accepted into the EdS program;

2. The student has successfully completed at least 30 semester hours of approved graduate courses including EDP 560, 561, 562, 566 or equivalents;

3. The student has secured the approval of his/her adviser.

A student may enroll in EDP 783 if he or she meets all of the following conditions:

1. The student has been accepted into the PhD program with school psychology as the subspecialization;

2. The student has successfully completed at least 30 semester hours of approved graduate courses including EDP 560, 561, 562, 566 or equivalents;

3. The student has secured the approval of his/her adviser.

Arizona State University

INTERNSHIP IN SCHOOL PSYCHOLOGY

Description and Guidelines
EDP 684 and EDP 784

Introduction

Internship in school psychology is intended to serve several important functions in the training of prospective school psychologists. It provides students with an opportunity to utilize skills acquired through formal course work and earlier field work experiences. It also allows students to observe competent professional models and to assume the roles and provide the services which comprise school psychology in various settings. The internship also serves evaluative functions by providing information to the student and the training institution concerning the need for continued professional growth.

Placement of a student in an internship setting is made with the following assumptions:

1. The host institution will provide experiences conducive to the student's professional growth;

2. The field supervisor will provide adequate supervision to insure student progress;

3. The student is competent to provide services which are beneficial to the host institution;

4. The intern has had previous successful experiences in a field work setting;

5. The student's level of training and competency meets or closely approximates the standards for full entry into the profession;

6. The student is competent to function with minimal direct supervision;

7. The student's internship experiences will call upon a wide variety of his professional competencies;

8. The training institution will maintain systematic contact with the host institution and the intern.

Duration and Academic Credit

EDP 684 or EDP 784, Internship in School Psychology, is required of all students specializing in school psychology. Students in the Education Specialist Degree Program normally enroll for 8 credit hours of EDP 684 during one semester and spend approximately four full days each week in the field setting. The fifth day is spent either in the field setting or on the university campus and is devoted to an applied project. Doctoral students enroll in EDP 784 for a total of 8 semester hours. Most doctoral students devote four days a week for a full nine-month academic year to EDP 784. For all students, internship is intended as an essentially full-time experience to be completed following course work and field work.

Applied Project

A student in the EdS Program (EDP 684) in conjunction with his adviser and on-site and university supervisors selects and completes an applied project as a part of his internship. The project generally involves the identification and solution of a problem in the internship setting. The student submits to his committee a paper documenting the nature of the project and defends his analysis and handling of the problem. An evaluation of the effectiveness of an on-going pupil personnel service is an example of a typical project.

Assignment to Settings and University Supervisors

The student's adviser will select an internship setting on the basis of the student's needs, preferences, and on the availability of appropriate settings. The designated university supervisor will usually act as the liaison between the host institution and the Department of Educational Psychology.

Competency Levels and Skill Development

Enrollment in EDP 684 and EDP 784 are limited to students who possess the background of knowledge and skills necessary to master specified competencies with a reasonable amount of supervision and experience. Normally, the on-site and university supervisors will be able to refer to the Competency Checklist (Attachment A) completed during the student's field work experience as an accurate index of his entering behaviors.

For EdS interns, the scope and sequence of experiences should be directed at mastery of all competencies prior to the end of the internship. For PhD interns, mastery of the competencies may be nearly complete at the outset of the internship. The extent to which the doctoral intern acquires skills and knowledge beyond those suggested by the competency checklist will depend largely on his professional goals and background and upon the nature of the setting in which he is placed.

Supervision

Throughout the course of the internship, the field supervisor typically remains the student's main resource and evaluator. In individual cases, the student's adviser may assume direct supervisory responsibilities or share such responsibilities with a field supervisor. The field supervisor is selected on the basis of his demonstrated competence and professed interest in training. It is recognized, of course, that the field supervisor's primary commitment is to the pupils or clients served by the host institution.

The university supervisor serves mainly as a liaison between the host institution and ASU. Normally he will visit the field setting at least twice during the semester and will maintain contact with the on-site supervisor by telephone. In addition, the university supervisor meets periodically with groups of interns to explore topics of common interest, hear case presentations by group members, and discuss experiences in the field.

Student Responsibilities

The intern is directly responsible to the on-site supervisor. The student completes his assigned duties in a professional and ethical manner.

The student is also responsible for documenting the nature and extent of his internship experience. This documentation usually consists of a log (Attachment E), copies of selected psychological reports with identifying data deleted, and a final summary of his professional experiences (a revision of the outline of planned experiences).

The intern attends periodic meetings with other interns and the university supervisor. As assigned, he presents cases or other intern related information to the group.

Beginning the Internship

During one of their early meetings, the field supervisor and intern should review Attachments A, C, D, and E, and should develop an outline of experiences tentatively planned for the student. These experiences will probably represent a fair approximation to the school psychologist's job description in that setting. Attention should also be given during an early meeting to limitations on the student's authority and responsibility and to the logistics of working in that setting.

Evaluation

Evaluation of the student's performance should be viewed as an on-going process which provides feedback to him throughout the internship. Additionally, at the conclusion of the internship, the field and university supervisors will meet for a summative evaluation. The rating form and competency checklist will be completed as a part of this summative evaluation.

Eligibility

A student may enroll in EDP 684 if he or she meets all of the following conditions:

1. The student has been accepted into the EdS program;

2. The student has passed the EdS comprehensive examination;

3. The student has successfully completed at least 50 semester hours of approved graduate courses including EDP 560, 561, 562, 566, 683, CED 668 or PSY 572, RDG 680 or equivalents;

4. The student has secured the approval of his/her adviser.

A student may enroll in EDP 784 if he or she meets all of the following conditions:

1. The student has been accepted into the PhD program with school psychology as the subspecialization;

2. The student has passed PhD comprehensive examinations in all areas;

3. The student has successfully completed at least 65 semester hours of approved graduate courses including EDP 560, 561, 562, 566, 783, CED 668 or PSY 572, RDG 680 or equivalents;

4. The student has secured the approval of his/her adviser.

Attachment A

COMPETENCY CHECKLIST

Upon completion of EDP 683, the student should be able to demonstrate mastery of competencies coded A below. Upon completion of EDP 684 or EDP 784, the student should be able to demonstrate mastery of competencies coded B below. These should not be viewed as rigid guidelines, but as representative of reasonable expectations for the typical student.

It is recommended that the supervisor and student review these competencies at the outset, during, and at the conclusion of the field work or internship. Attention should be given early in the semester to identifying expected competencies not possessed by the student so that appropriate experiences can be provided.

Competencies

I. Assessment

The student

A___ 1. aids referral agents in identifying and operationalizing questions, concerns, or problems

A___ 2. communicates with referral agents regarding the purposes, nature, limitations, and possible utility of various assessment procedures

A___ 3. undertakes assessment aimed at selecting from among a universe of potential interventions or hypotheses, those most appropriate for a given problem, question or concern

4. utilizes individual assessment techniques which provide information regarding the student's

A___ a. cognitive functioning such as the Wechsler scales, the Stanford-Binet, and the PPVT

A___ b. information processing, communication, and perceptual-motor skills such as the ITPA, Wepman Test of Auditory Discrimination, Bender Gestalt Test, and language dominance measures

A___ c. level of academic functioning such as the WRAT and paragraph reading section of the Gates-McKillop

A___ d. specific academic competencies and deficiencies such as the Durrell Analysis of Reading Difficulties Test, Gilmore Oral Reading Test, Stanford Diagnostic Arithmetic Test, and informal reading and mathematics surveys

B___ e. intra- and interpersonal functioning such as the California Psychological Inventory, MMPI, Incomplete Sentences, TAT, and human figure drawings

(1) identifies indicators of maladaptive behavior patterns or coping responses

(2) makes diagnostic assessment of a client and accurately assigns the client to a category of the DSM or GAP manual

(3) analyzes a case history of an individual and arrives at a reasonably valid explanation of coping styles and the major characteristics of the individual from at least three major theoretical positions

A___ f. general functioning within various environmental contexts including the home and other nonacademic settings

A___ 5. utilizes observational and interview techniques as sources of information with respect to all aspects of student functioning noted under point 4 above

A___ 6. utilizes assessment techniques which provide information regarding

a. the nature of the learning task and the prerequisite capabilities required

b. classroom climate, patterns of interactions, and prevailing classroom contingencies

A___ 7. identifies the need for, plans, and helps to implement group assessment procedures

A___ 8. utilizes information from group assessment procedures such as the ITBS, Cognitive Abilities Test, or Stanford Achievement Test

B___ 9. plans and implements procedures for assessing the learning needs of students on a district-wide basis

II. Direct Intervention

The student

A___ 1. communicates to the appropriate parties orally and/or in writing information gathered through assessment

2. participates in the selection of intervention plans which match the operationalized problem, question, or concern

B___ a. identifies treatment methods which are most efficient in modifying adjustment problems such as depressive states, phobic reactions, suicidal threats, and personality disorders

A___ b. identifies remedial methods which are directed at alleviating deficiencies in the basic perceptual and cognitive integrities which are thought to underlie school learning

A___ c. identifies educational treatment methods based on analyses of the learning tasks rather than upon a diagnostic-remedial model

A___ 3. personally provides, and/or supervises, a variety of individual interventions in the school setting including

a. alteration of selected aspects of behavior through direct behavior management

b. individualized educational programming

D___ 4. assists in designing a variety of programmatic interventions including

a. programs designed to provide appropriately for exceptional children on categorical or noncategorical bases

b. programs designed to deal with on-going problems or populations not recognized as categories of exceptionality

B___ 5. coordinates the intervention efforts of all appropriate school personnel

A___ 6. interprets to appropriate school personnel data from nonschool "helping" professionals and maintains liaison with such professionals

A___ 7. coordinates efforts to determine legal eligibility for, as well as, the advisability of placement in various special programs

A___ 8. plans for effective transition for students moving from one educational program to another

B___ 9. identifies and utilizes community resources providing intervention services including mental health facilities, child care centers, legal aid and welfare agencies, clinics, and special schools or treatment facilities

III. Indirect Intervention

A. Enhancing Learning

The student

A___ 1. explains the process of operationalizing learning objectives and designs an instructional unit which leads to mastery

B___ 2. explains to school personnel aspects of the acquisition and forgetting of information and factors which influence retention

A___ 3. identifies the possibly relevant task, learner, instructional, and other situational variables which account in a given situation for individual differences in learning

B___ 4. explains common strategies for teaching developmental reading skills

B___ 5. explains common strategies for overcoming reading deficiencies

B___ 6. identifies for school personnel factors influencing students' motivation to learn

B___ 7. improves the learning environment through designing and implementing inservice education programs concerning topics such as learning disabilities, classroom assessment procedures, and behavior management

A___ 8. assists school personnel in selecting or designing instructional strategies which facilitate maximum learning for students in the educational mainstream

B. Enhancing Other Adaptive Behavior

The student

B___ 1. assists other school personnel in identifying educational objectives in the affective domain

A___ 2. fosters a "goal behavior" orientation as opposed to a "problem behavior" orientation on the part of school personnel and parents

B___ 3. explains the probable short-term and long-term effects on student functioning and development of school rules, policies, and procedures

B___ 4. improves the emotional climate of the classroom and school through designing and implementing inservice programs concerning topics such as childhood behavior disorders, behavior management strategies, and theories of mental health and illness

IV. School-Community Liaison

The student

B___ 1. identifies specific community concerns, attitude and feelings regarding school policy, programs and procedures

a. designs systematic data collection procedures

b. confers with community leaders, parents, representatives of organized groups, and others as a vehicle for community input into the educational process

B___ 2. interprets school policies, procedures, and programs to community groups or individuals

B___ 3. identifies and assists in mobilizing and coordinating community and school resources to meet the needs of students

V. Research

The student

A___ 1. identifies instances in school settings in which decisions should be made on a relevant data base rather than on intuition

B___ 2. critiques evaluation research proposals with respect to rationale, methodology, and analysis

B___ 3. explains the values and limitations of a variety of experimental, quasi-experimental, and correlational designs

B___ 4. identifies factors which jeopardize the internal and external validity of various experimental designs

B___ 5. designs data collection procedures that are feasible in the schools

B___ 6. conducts an appropriate search of the relevant literature prior to undertaking research

A___ 7. undertakes descriptive analysis of data

B___ 8. undertakes inferential analysis of data

B___ 9. interprets findings of evaluation research to school personnel

B___ 10. writes reports of evaluation research

VI. Professional Characteristics

The student

A___ 1. recognizes his/her own professional competencies and limitations and provides services only in keeping with those competencies

A___ 2. identifies other common ethical problems in professional psychology and explains the position suggested by the APA or NASP code of ethics with respect to the question at hand

A___ 3. maintains positive, professional relationships with parents and with other school personnel

A___ 4. communicates clearly with a variety of population groups

Attachment B

SUGGESTED SEQUENCE

1. The field supervisor and student meet to discuss responsibilities, roles, goals, and procedures.

2. The student is introduced to the relevant staff and services in the district and community.

3. The supervisor models "handling of a typical case" which involves assessment. The student observes those aspects of the supervisor's functioning which can be observed. The supervisor discusses with the student his initial hypotheses or impressions, choice of assessment procedures, etc.

4. The supervisor "handles" several cases in which the student administers some or all tests. The selection of assessment procedures and integration of information remains the responsibility of the supervisor.

5. The student observes as the supervisor consults with teachers and other personnel when formal assessment is not involved.

6. The student provides psychometric data to the supervisor in report form. The supervisor and student critically evaluate the report. The student and supervisor collaborate on the selection of intervention techniques.

7. The student "handles" all aspects of assessment including interviews. The supervisor observes and may participate. The student proposes an intervention strategy to the supervisor.

8. The student "handles a typical school case" relatively autonomously. The supervisor acts as a resource and provides feedback.

9. The student, in consultation with the supervisor, designs and implements his own intervention plan (a behavior modification program, altered school program, change of instruction materials, etc.).

10. The student consults with teachers and other personnel when formal assessment is not involved. The supervisor determines the extent of his own participation.

11. The supervisor and student review the student's functioning during the field work experience. Particular attention is given to identifying goals or competencies reached and those not yet attained.

Attachment C

SCHOOL PSYCHOLOGY FIELD WORK RATING FORM

Please complete two copies of this rating form.

Trainee_____ Field Work Setting_____

Supervisor_____ No. of hours per week_____

University Supervisor_____

check: practicum_____ internship_____

RATING SYSTEM: Rate only those relevant to the student's work.

Overall Rating:

unacceptable (1)	borderline (2)	acceptable (3)	above average (4)	outstanding (5)

NA - not applicable--functioning of this sort was not a part of the field work experience

NX - no opportunity to adequately evaluate this aspect of the student's functioning

AREA	SUB-AREA	RATING (1-5)	COMMENT
Assessment	a) selection of instruments		
	b) mechanics		
	c) interpretation		
Interviewing	a) mechanics		
	b) interpretation		
Report Writing	a) promptness		
	b) integration		
	c) suitability of language		

AREA	SUB-AREA	RATING (1-5)	COMMENT
Relationships	a) with children	_____	
	b) with parents	_____	
	c) with allied staff	_____	
	d) with supervisor	_____	
Intervention	a) appropriateness	_____	
	b) effectiveness	_____	
	c) follow through	_____	
Professional Characteristics	a) works independently	_____	
	b) attitude	_____	
	c) manner	_____	
	d) conference performance	_____	
	e) ethics	_____	
Research	a) perseverance	_____	
	b) design	_____	
	c) analysis	_____	

Recommended emphasis of future supervision:

Recommended Grade (circle one): A B C D E

Please make any additional comments on the back of this sheet.

_____
Signature

Attachment D

Name_____ Phone_____

Home address_____

Social Security Number_____

Field supervisor(s)_____

University supervisor(s)_____

Enrollment: 683_____ 783_____ 684_____ 784_____

Credit hours_____ Work hours/week_____

Tentative schedule_____

Field placement_____

Course work completed to date by student:

Description of Courses

EDP 454 Introduction to Measurement and Descriptive Data Analysis. Basic concepts in the quantification of human performances: the nature of tests, especially the characteristics of objectivity, validity, reliability, and standardization; descriptive statistics: frequency distributions, types of test scores, measures of central tendency, variability, correlation, and regression. Credit, 3 hours.

EDP 530 Theoretical Issues and Contemporary Research in Child Development. Psychological theories, research and methods relevant to child development emphasizing the relations between early development and later performance. Credit, 3 hours.

EDP 532 Psychology of Exceptionality. General psychological theory and experimental research relevant to exceptionality, emphasizing implications for educational programs which take cognizance of unique learner characteristics. Credit, 3 hours.

EDP 534 Principles of Behavior Modification. A systematic consideration of the principles of conditioning as applied to behavior modification and a survey of the current research on the experimental analysis of behavior in educational psychology. Credit, 3 hours.

EDP 544 Psychology of Reading. Alternative analysis of the reading process; designs and procedures used to investigate instructional and noninstructional variables related to reading achievement. Prerequisites: EDP 454, 510. Credit, 3 hours.

EDP 552 Measurement and Inferential Data Analysis Techniques. Measurement problems in the interpretation of educational research data, together with the inferential procedures used in the analysis of such data: probability and theoretical frequency distributions, the nature of sampling design, experimental design and statistical inference, the logic of hypothesis testing, and the basic nonparametric and parametric procedures, including introduction of analysis of variance. Prerequisite: EDP 454, or equivalent. Credit, 3 hours.

EDP 560, 561 Individual Measurement in School Psychology. Experience in administering and interpreting individual tests. The theoretical basis for ability testing, ethical considerations, and the diagnostic use of test results. Prerequisites: EDP 454, 510, and written approval of instructor. Credit, 3 hours each semester.

EDP 562 School Psychology: Theory and Practice. Development and present status of school psychology with an emphasis on role and functions: educational diagnosis, school testing programs, interviewing, report writing, consultation and in-service training. Prerequisites: EDP 454, 532 and 560. Credit, 3 hours.

EDP 566 Diagnosis of Learning Difficulties. Clinical diagnosis of learning difficulties emphasizing specific academic problems. Use and interpretation of diagnostic instruments in practical school situations. Prerequisites: EDP 454, 510, 560 and 562. Credit, 3 hours.

EDP 683 Field Work. Experience in education settings. Administrating and interpreting diagnostic instruments. Prerequisites: permission of committee chairman. Credit, 3 hours.

EDP 784 Internship (540 clock hours) including project. Experience in school psychology activities in a psychoeducational setting under the supervision of a qualified psychologist. Experiences include diagnosis, descriptive remediation, and consulting. Prerequisites: permission of committee chairman. Credit, 9 hours.

CED 523 Psychological Tests. Standardized tests in the study of the individual with emphasis on test score interpretation in counseling. Prerequisites or corequisites: CED 512, 522. Credit, 3 hours.

CED 545 Analysis of the Individual. Theory and methods commonly employed in studying the individual. Observational methods, diagnostic interview, structured and semi-structured methods for studying personality. Prerequisites or corequisites: CED 512, 522, 523. Credit, 3 hours.

CED 667 Patterns of Behavior Disorders. Common personality and/or emotional disturbances in children, adolescents and adults. Etiology and dynamics of primary behavior disorders, neurotic coping styles, personality disorders and various types of psychosomatic illness. Prerequisites: CED 522, 545. Credit, 3 hours.

CED 668 Personality Assessment. Advanced study and interpretation of semi-structured personality instruments. Theoretical rationale, administration and use of projective drawings and thematic apperception devices Prerequisites: EDP 560, CED 667. Credit, 3 hours.

EED 511 Elementary Curriculum Development. Approaches to curriculum change, analysis of typical curriculum problems, strategies and procedures in improving current programs. Prerequisites: EED 344 or equivalent. Credit, 3 hours.

SPF 544 Philosophical Foundations of Education. Major points of view in contemporary educational thought emphasizing the basic issues in general philosophy which are foundational to education. Credit, 3 hours.

RDG 590 OR EDP 590 Reading and Conference. Psychological Assessments for Remedial Reading Instruction. Context: Administration and interpretation of psychological assessment instruments (i.e., the various Wechsler scales, the interpretations specifically for remedial reading instruction. Procedure: Administer and interpret tests to clients of ASU Reading Center. Presentation of test analyses to Reading Center practicum clinicians. Follow-up consultations with clinicians and client parents. Participation in weekly clinician seminars.

Attachment E

SAMPLE PROFESSIONAL LOG

Date	Location(s)	
9-5	Psych Office	AM - attended staffing on J.B. - conference with supervisor
	Creekside	PM - tested two students for possible inclusion in special ed programs
9-12	Valley Day School	AM - visited, observed in school for moderately-severely mentally handicapped
	Creekside	PM - sat in parent conference with supervisor--observed reading teacher giving diagnostic tests